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ABSTRACT

In 1991, staff at the Business Resource Center (BRC) at Tacoma Community College, in Washington, began to reevaluate their approach to serving students. Up to that point, the BRC had been teacher centered, with staff operating under the assumptions that only the students who succeeded were actually "college material," that students would cheat if not monitored, that they would attend only if forced, and that self-paced students could not meet deadlines. The BRC sought to shift from teacher centered to student centered learning and envisioned an environment where students felt valued and respected, were motivated to be actively involved with their own learning, could learn from each other, and discover their unique learning style. The change in attitudes was reflected in the center's procedures. Students were encouraged to learn by creating their own tests and correcting their own work. A sense of community was established at the BRC with warm welcomes, shared lunches, and a relaxed work environment. Team testing was implemented to promote tutoring and group support. Finally, the center began to inform students of course objectives, guidelines, resources, standards, and consequences of their actions to help students take responsibility for their learning. Since the changes, the program completion rate has been around 72%, and the BRC continues to set new goals. Ten worksheets for establishing a student centered learning environment are attached. Contains a 19-item annotated bibliography. (KP)

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From **Teacher Centered** **to** **Student Centered** **Learning**

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Presented by: M. J. Lockemy and Sylvia Summers

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FROM TEACHER CENTERED TO STUDENT CENTERED LEARNING

Some students are easy. They read the text, do the assignments, take the tests and complete the course--all on time and with reasonable accuracy. Others are not so easy. They are lost from the beginning and never even seem to get started. Some do start, but get bogged down by mid-quarter, confused or overwhelmed. Some have so many distractions, they fall behind and eventually withdraw somewhere along the 11 weeks allotted for each quarter. As part-time instructors in a community college self-paced business lab serving 150 students per quarter, we encounter all of these students every quarter.

After teaching for several years with minimal student success, we began to analyze the old stereotypical thinking of teacher as taskmaster with students as their subordinates. We had thought that students were in need of constant supervision for fear they would cheat, steal, or in some other way jeopardize their own education as well as the credibility of their teachers and their school. We have come to realize that, for us, this view is an outdated and ineffective approach to teaching. By centering on the students and their needs, rather than the teachers and their needs, we have found the whole education process becomes more productive for both student and teacher. Recognizing that the creation of a learning environment is as important as ones ability to teach, our journey began.

OUR JOURNEY BEGINS

Up until the summer of 1991, our mindset was pretty clear and simple: we believed that **students who succeed are "college material,"** and those who withdraw or fail probably are not ready for college.

We had other mindsets, as well:

Students will cheat if not monitored closely. Procedures are necessary to keep them honest. Designated testing areas need to be established. Students must sign contracts promising not to use their books during tests. Warning signs must be clearly posted. The less students interact with other students, the better.

An "A" is only as good as the few who receive it. If everybody secures an "A", we are not sifting out the best, and the grade loses its credibility. In addition, if students obtain a second chance, it isn't fair to well-prepared students who do it right the first time.

Students will only attend and study if forced to. Sign-in sheets are necessary. Unfortunately, students who comply are those who attend anyway. Those whose attendance is poor, ignore the sign-in sheet. But still, it is our responsibility to see that students obey the procedures.

Self-paced students often need extra time to complete course work. Although a self-paced course covers the same material as a comparable lecture course, our students seldom seem to finish within a quarter. (The completion rate was approximately 25 percent with 50 percent of our students

applying for extensions. Even with an additional 11 weeks, our students still had a difficult time finishing their course material.)

Students aren't trustworthy. Our classes and halls remain bare because we can't trust our students; they will surely take anything not nailed down. We must police our Center to protect our "things."

Our job was well defined, we didn't have to amend our approach. The lab had been set up long before any of us were hired. There were orderly procedures in place that allowed us to function with minimal effort. Standardized tests made it easy to monitor student success. We could concentrate on weeding out those that weren't "college material" from our student body.

Our environment resembled that of a cheap discount store . We watched our clientele carefully, our product was adequate, our service was minimal, and the atmosphere was cool and detached. In addition, our equipment was obsolete, the staff was uninspired and we, the teachers, were discouraged. We did our jobs, and left at closing time.

A VISION

A disabling computer virus brought us to our knees in the summer of 1991. With almost all our 15 classes tied in some way to the computers, several of our students were stuck; most were angry. Because we had trouble getting the help we needed to get our computers up and running, we felt hopeless

and embarrassed. We began to think about our purpose in being there and about the future of our Center. We could see only two options; do something different or get out.

We chose the first option. We began to question our program's role in the community. Did we really want a discount store image? Why couldn't we become the best educational "store" around? Tossing this analogy around brought out other questions. Weren't our students coming to us for a product--information and skills? And if, like customers, they weren't satisfied, might they just go somewhere else and perhaps warn others to stay away?

By the time we had corrected our computer problem, a vision began to form: a vision of our Center as an environment in which students felt valued and respected as unique individuals, a lab with students motivated to be actively involved with their own learning, a place where students worked together, learning from and teaching each other, an arena for students to discover their unique learning style so that they could be successful in other learning situations. We envisioned our students coming away with their self-esteem intact and maybe even improved. The students would gain more than just facts and skills; they would be learning for a lifetime.

Along with a new vision for our Center, we realized we needed a new vision for our students. In the past, we had expected poor students and that's what we got; they lived up to our expectations. We decided we needed to change our expectations. We now envision excellent learners motivated to

improve themselves. We expect them to succeed. We believe our students deserve our best effort.

ACTING ON OUR VISION

Knowing what we wanted to accomplish, we found it necessary to question our old belief system, educational philosophies, and methods which centered around our needs. Instead of policing and giving out facts, we have now begun to coach and encourage students. We have begun to focus on clearing the way and allowing students to educate themselves.

Examining our methods, we found that we had been teaching the way we had been taught ourselves. But was it the best way? If a student isn't learning, is it the student's fault, or are we using a method that just doesn't work? Hadn't we ourselves taken classes in which we'd received an "A" but never really learned much?

To accommodate our many types of learners, we find we must alter or manipulate our methods of instruction, not just focus on one style of learning. We must respect each student as a unique person and learner and focus on their strengths and weaknesses to bring out their best. Sometimes that means taking small steps, sometimes it means cutting right to the core, but it always means being flexible. We realized our philosophy must be focused on the learner.

RETHINKING OLD ATTITUDES

When we began to pursue our new vision, we found many of the old solutions, procedures, and rules were obsolete. Our concerns about cheating became irrelevant. We found leaving out solutions and answer keys to homework does not promote cheating, but instead aids students in understanding. To encourage students to learn from their mistakes, they are asked to correct their own errors on quizzes or assignments using their text or other sources. A few may still cheat, but we have vowed not to encumber the majority for the transgressions of a few. Adults don't need many rules.

In order for our vision to thrive, students need to feel comfortable and relaxed. We don't believe fear promotes learning. We find that the best way to help students feel comfortable is to build a sense of community within the Center. If students feel a part of the Center and know people are interested in them, they will continue to come. They won't feel isolated and insignificant.

A SENSE OF COMMUNITY

To promote community, we have created a few rituals. We began to develop a non-threatening atmosphere, one in which students wouldn't feel pressured into rushing to get through their studies. We have changed the environment in which students work from one of bare starkness, punctuated by signs warning against consumption of food and drink on the premises, to one with more comfortable surroundings. We've put in a microwave, a CD player,

and puzzles for student use. (And we've quit worrying about pilferage). We now welcome students with cookies and coffee at the beginning of the quarter, and to encourage student/teacher interaction, we share lunch with them once a quarter. At the start of each quarter, we ask the students questions designed to promote a caring community: What am I proud of? What was my favorite class/teacher and why? What's the good news in my life right now? What will make the next two weeks the best of my life? When students began to see that we were interested in them, not just for what they could turn out academically, but as human beings as well, they began to respond positively and to work together to achieve a more functional working environment--to the good of all concerned.

Once the sense of community is begun, students carry on the building process, caring for each other and the Center. Testing teams have become strong community builders. We found that allowing students to "team test" promotes cross tutoring and a sense of group support, effectively eliminating test anxiety. We call it "instructional cheating," and it works. They even seem to enjoy the testing process. Students learn by working together and sharing their knowledge with each other. Once a member of a team, students seldom fall behind or let their fellow team members down, promoting a caring community.

RELINQUISHING RESPONSIBILITY

We had taken a lot of responsibility for our students' achievements and failures by monitoring progress, prodding, and offering solutions, without much success. When we stopped worrying about attendance, students began to take ownership of their own schedules. When we actively listened instead of offering solutions, students found their own best way of resolving problems. When we stopped allowing extra time, (except for the rare emergency), completion rates increased. Our greatest realization came when we discovered that we cannot take responsibility for the students' learning and success, or lack thereof; only the students themselves can do this. We can provide the resources and atmosphere, but the learning and motivation to learn belongs to the student.

In order to take responsibility for their learning, students need certain criteria. We believe they need to know :

Desired Results: What needs to be accomplished (course objectives)?

Guidelines: What are the parameters within which to operate?
What are the pitfalls and failure paths?

Resources: What resources are available for student (additional books, tutors, other students, etc.)?

Standards: How and when will they be evaluated?

Consequences: What will happen (both good and bad) as a

result of the evaluation?

OUR JOURNEY HAS JUST BEGUN

Have our students changed? Though many are still lost, confused, ill-prepared, even unhappy and angry, most have begun to take charge of their own education, and even seem to enjoy it. The completion rate is now at 72% with a 1% extension rate. Have we changed? Definitely--not only in our relationships with our students, but our change in attitude has filtered into all areas of our lives. Imagining the best helps us concentrate on what is important. These changes have happened a step at a time, and we have made many corrections along the way.

We continue to make changes. And we will continue to do so. It isn't easy to follow our vision. It's still tempting sometimes, to slip back to our old way of thinking. We need practice. We have not reached all of our goals; we continue to set new goals. We feel that this is a continuous process, and that we have just begun. We constantly ask ourselves: What one thing can we change today to make us not only better teachers, but better spouses, parents, sisters, brothers, and human beings?

We maintain that the best teachers are learners. Perhaps the real joy of our journey is discovering that the growth process is shared by teacher and student and extends beyond the subjects being taught.

For further information you may contact

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at

Tacoma Community College
Business Resource Center
908 Broadway, Suite 204
Tacoma, Washington 98402

(206) 566-5110

List below some of the issues or concerns you are currently facing in your classroom:

Issue/Concern	Ineffective approach
1.	
2.	
3.	

"Not sure where we were headed, we redoubled our efforts."

Dr. Gary Phillips

Create a Vision

for yourself
for your classroom

What is the best you can imagine for the **next two weeks** ...

for yourself? _____

for your classroom? _____

What is the best you can imagine for the **quarter** ...

for yourself? _____

for your classroom? _____

Invite your students to create their own vision: **What is the best I can imagine for myself this quarter?**

We learn by visualizing or creating mental imagery of ourselves as already attaining competence or excellence in a desired area. By visualizing a student not as he is but "as if" he has already reached his potential, he will have the confidence to attain competence or excellence. (Pygmalion Theory)

Often we saddle ourselves with solutions (procedures, rules) for problems that may no longer exist. Instead of solving problems, create and follow a vision—problems often resolve themselves.

Deal With The Important Rather Than The Urgent.

Teacher-Centered Mindset

Students cannot be trusted: they are prone to cheating.

I was taught this way and it worked for me.

As an instructor, I have power, authority, final decision.

My job is to sift out the best, forget the rest. An "A" is only as good as the few who receive it.

Some people just aren't college material.

If there is a problem...it is the student:
-he has not been properly prepared,
-he has an attitude,
-he is slacking off.

Student-Centered Mindset

What's wrong with this system: does it promote cheating?

Is there only one way? Did it really work for me?

Power is like kindness: sharing it will not decrease it.

Every student is my customer and therefore, deserves my best.

Everybody can learn what anybody can learn, by manipulation of two variables: time and method.

How can the system be organized--without compromising the curriculum content--to provide the best learning environment for every individual? The student is our customer.

Beliefs or mindsets often go unexamined; they may even be subliminal. Examine your beliefs. Sometimes we continue old actions even when they are unsuccessful because some needs are being met.

"Treat a man as he is, and he will remain as he is; treat a man as he can and should be, and he will become as he can and should be."

Goethe

Role Play Difficult Situations

Role Play an Unhappy Student

Choose one of the following scenarios or combinations thereof:

- * I'm unhappy with the syllabus. I do not understand it, I feel it requires too much work for a 5 (1, 2, 3, or 4) credit class.
- * I have missed several classes and a test - for reasons beyond my control. Can I still pass?
- * I work full time. I don't have time to do all of the work for this class. What's the least I can do to get a passing grade from you.
- * I can't possibly complete all the work this quarter. I'm behind in all my other classes. Can I still turn in late work, re-test, work on it over the break and bring it to your house. I have to pass this class. I'm on financial aid.

"Gut" Reactions:

One Teacher Can Make a Difference!

Attribution Theory

Ask students about successes they have had in the past. Often adults ascribe success to "luck," an easy instructor, etc.

Conversely, adult students may blame their past failures on bad luck, "the instructor had it in for me," "math isn't my best subject," etc.

Lead students to understand that their success or failure is largely due to their own actions. Be specific in praise:

NOT: "You're doing a good job."

BUT: "I notice your attendance has been regular and you are right on schedule!"

Failure Plan

Do Not Leave Anything to Chance!

Failure, particularly failure in school, is nearly always a matter of choice (perhaps not consciously.)

Perhaps students find failure more attractive or rewarding in meeting their perceived needs. For some, failure is rewarded and expected by highly influential forces like peer groups, family, teachers, community, etc. Personal success may contradict self perception or threaten parents, or spouse. Perhaps being victimized by an instructor, or system, is preferable to success.

Plan for Failure!

For those who *choose* to fail, help them design a plan to insure failure: what 10 things can you do to guarantee you will fail this class? If you want to fail, do not leave it to others or to chance. Let us help you design a plan to guarantee it.

This may seem unethical, but actually few students will choose failure after they have designed a plan. *And the student who does choose to fail can accept full credit and ownership for it!*

One outcome of training and education should be to help students find success more attractive than failure.

Empower The Student

Focus on Results Instead of Methods

Empower your students with:

- * Desired Results (Course Objectives) - clarify what needs to be accomplished
- * Guidelines - identify parameters within which the student should operate. Help identify any failure paths if you know them.
- * Resources - point out resources available to the student
- * Accountability - identify standards for evaluation and when evaluation will take place
- * Consequences - specify what will happen (both good and bad) as a result of the evaluation

Empowering Responses to difficult scenarios:

The first step in changing or improving another is to accept him as he is. Acceptance is not condoning a weakness or agreeing with an opinion. Rather, it is affirming the intrinsic worth of another by acknowledging that he does feel or think a particular way.

Stephen Covey, Principal Centered Leadership

What elements of a class or workshop would satisfy you as a learner?

What elements of a class or workshop would aid you in becoming a great learner?

The best learners are teachers - the best teachers are learners.

Student-Centered Techniques

Based on our belief that. . .

- 1) Students remember what they teach.
- 2) Students need to learn teamwork.
- 3) Fear does not promote learning.

We use the following techniques

Carousel Learning

Divide the class into 'x' groups. Teach each group a different concept and explain that they will need to teach that concept to another group.

Correction Problems

Create assignments with mistakes; students should correct the mistakes.

"Kooah Ball"

The group throws the ball to each member--it must be thrown to everyone on the team and it must start and end with the same person. Tell the students you will time them. Then direct students to "beat" their time. Fast, easy illustration of how a team works together.

Team Testing

Determine certain tests to be taken in groups. This promotes cross tutoring, teaming, and also eliminates anxiety.

Bonus Points

Allow students to use their books to correct mistakes made on a quiz. (We often learn from our mistakes) Give additional points for exams (or assignments) that are corrected 100%.

Student-Written Exams

Identify objectives to be learned and then have student write the exam, including an answer key. Promotes metacognition.

Harvard Focus Writing

Give students 3 minutes to write answers to the following three questions: what have I learned lately? where did I learn it? how has it changed my life?

Build Community

Occasionally set out cookies and coffee.

At the beginning of the quarter we often ask questions designed to promote a caring community: what am I proud of? what was my favorite class/teacher and why? what's the good news? what will make the next two weeks the best of my life?

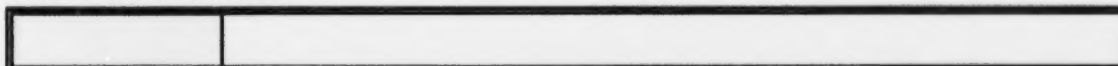
"Nothing Great is Ever Accomplished Without Enthusiasm."

Ralph Waldo Emerson

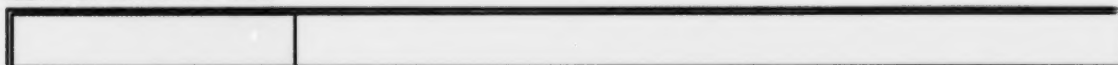
Brain Research Summary

We learn and remember after a month...

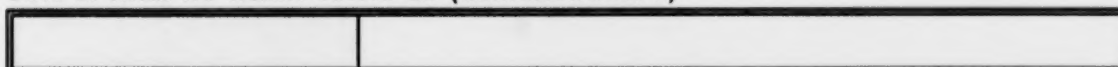
14% of what we hear



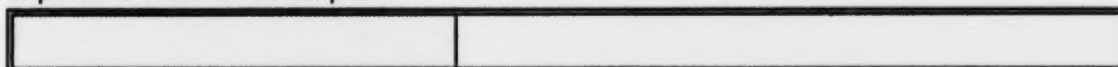
22% of what we see



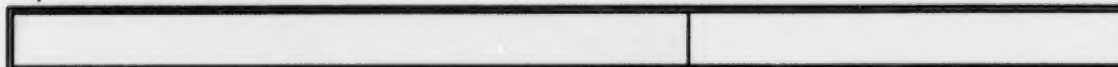
30% of what we watch others do (demonstrations)



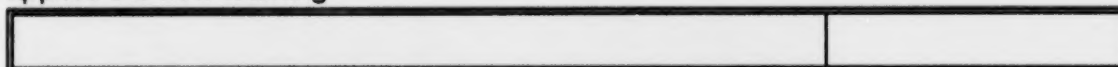
42% **sensory redundancy** classroom rituals that repeat seeing, hearing and doing important skills or concepts



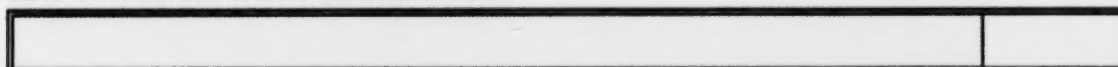
72% **movies of the mind** linking the learning to remembered or imagined life experiences of the learner



83% **performance of a life challenge activity** first time or demanding action that applies the new learning



92% of what we teach someone else



What method do you use in your classes? Most teachers in secondary and post secondary rely on "giving information" or lecturing.

Effective training should build in purposeful redundancy, particularly repeating the same concepts in differing forms of presentation.

Effective training is 90% effective when there is opportunity to practice it (with feedback or coaching) in a real situation.

A Teacher As A Coach

Nurturer of Champions

Enable Students to Learn

- Clear the obstacles
- Involve students in planning the actions that affect them
- Give students the freedom to make their own decisions
- Offer help without taking responsibility away
- Create an atmosphere of mutual respect and trust
- Encourage risk taking - view failure as being a positive experience

Model the Way

- Lead, don't control
- Set clear objectives
- Be clear about your values and beliefs
- Be consistent in practicing what you preach

Inspire a Shared Vision

- Facilitate the creation of a shared vision
- Show others how their interest can be fulfilled by a common vision
- Base decisions on vision

Provide constant performance feedback relative to goals

- Give credit for life learning
- Avoid ranking
- Value Mastery

Listen and Hear

- Respond with empathy
- Maintain student's self-esteem
- Celebrate learning from mistakes
- Envision students as the best - Pygmalian Theory

Continuously Challenge the Process

- Always look for ways to improve and innovate
- Experiment and take risks; celebrate failure
- Ask "what did we learn" when things don't go as expected
- Examine the system instead of individual problems

EDUCATE

derived from latin educare, literally translated as
"To Bring Out Of" or "To Lead Forth"

Correction Problem Samples

TYPING 103
CORRECTION LETTER 1

Locate and correct both the punctuation and spelling errors in the letter below.

April 15, 1993

Ms. Charlotte Luna
Personnal Manager
Wilmont Financial Securities
1575 Longhorn Boulevard
Corpus Christi, Tx 78402

Dear Ms. Luna,

In reviewing my records, I note that we submitted a proposal to you on March 15 to conduct two seminars for your administrative support poersonnel during the the week of June 24.

If you are a still interestied in having these workshops please let me know within the next two weeks sweo that I can shedule the speaker and prepare the neccessary materials.

If I do not hear from you byu May 1 I will assume that you no longer wish to sponsor the seminar at this time. If you have any questions or need further information, please don't hesitate to call me.

Sincerely Yours,

Lunanne A chekarsky
Training director

CORRECTION PROBLEM 1
BUSINESS MATH 110
Chapter 5

Check and correct the calculation made on the problem given below. Describe why the calculation is not correct.

The *I'm Nuts Nut Shoppe* sold 75 pounds of Almonds (\$3) and Cashews (\$4) on opening day. How many pounds of each kind of nut were sold if total sales were \$270.

Unknowns	Variables	Price	Relationship
Almonds	A	\$ 3	3A
Cashews	A - 75	\$ 4	+ 4(A - 75)
			\$ 270 Total Sales

$$3A + 4(A - 75) = 270$$

$$3A + 4A - 300 = 270$$

$$7A - 300 = 270$$

$$7A = 570$$

$$A = 570 \div 7$$

A = 81.4 pounds of Almonds

6.4 pounds of cashews

$$\begin{array}{r}
 81.42 \\
 7 \overline{) 570} \\
 \underline{560} \\
 10 \\
 \underline{7} \\
 30 \\
 \underline{28} \\
 20 \\
 \underline{14} \\
 60
 \end{array}$$

ACCOUNTING 141
CORRECTION PROBLEM 1

Locate the error or errors on the attached worksheet. Make the necessary corrections using the ruling method described below.

RULING METHOD

To correct an error using the ruling method:

- ☐ draw a single line through the incorrect amount
- ☐ write the correct amount above
- ☐ initial the correction

MINI PRACTICE SET 1

South Shore Video Rentals (continued)

Correction Problem 1 Accr 141

South Shore Video Rentals

Worksheet

For the Year Ended December 1, 198a to November 30, 198b

Account Titles	Trial Balance		Adjustments		Adjusted Trial Balance		Income Statement		Balance Sheet	
	Debit	Credit	Debit	Credit	Debit	Credit	Debit	Credit	Debit	Credit
Cash	3202	-			3202	-			3202	-
Prepaid Rent	11,000	-		1000	10,000	-			10,000	-
Prepaid Insurance	1800	-		600	1200	-			1200	-
Supplies	285	-		235	50	-			50	-
Equipment	21700	-			21700	-			21700	-
Accumulated depreciation - Equip.		4200		700	4900	-				4900
Films	31000	-			31000	-			31000	-
Accumulated depreciation - Films		7800		1200		9000				9000
Accounts payable		425				425				425
Carmen Rio, capital		19775				19775		19775		
Carmen Rio, withdrawals	19200	-			19200	-	19200			
Film rental fees earned		72000				72000		72000		
Wages expense	12096	-			12096	-	12096			
Advertising expense	1310	-			1310	-	1310			
Utilities expense	1782	-			1782	-	1782			
Miscellaneous expense	825	-			825	-	825			
Totals	104200	104200								
Rent expense			1000	-	1000	-	1000			
Insurance expense			600	-	600	-	600			
Depreciation Expense - Equip.			700	-	700	-	700			
Depreciation Expense - Films			1200	-	1200	-	1200			
Supplies Expense			235	-	235	-	235			
			3735	3735	111,000	102,400	38,948	91,775	67,152	14,825
Net Income							52,827			52,827
							91,775	91,775	67,152	67,152

*A*nnotative Bibliography

Annotative Bibliography

Critical Teaching and Everyday Life

by Ira Shor, (South End Press, Boston, Mass.) 1980.

This dealt with teaching "critical" thinking to the working class or mass culture citizen. Shor discussed the open university concept and origins of the community college.

Obsessive-Compulsive Disorders

by Steven Levenkron, (Warner Books, Inc.), 1991.

The devastating effects of underparenting which lead to obsessive and/or compulsive disorders (counting, frequent handwashing, bulimia, anorexia nervosa).

Circles of Learning

by David W. Johnson, and others, (Association for Supervision and Curriculum Development), USA, 1984.

This book concerns components of cooperative learning: positive interdependence, individual accountability; heterogeneous membership; all members share leadership; cooperative skills, working together.

Benefits include:

- 1) higher achievement for all members, spiral learning, improvement of critical thinking ability;
- 2) students enjoy subject area more;
- 3) students learn collaboration skills (work in harmony);
- 4) student confidence and self esteem improves;
- 5) students exposed to other views and personalities in heterogeneous groups;
- 6) better perception of instructors

Suggests teachers form their own cooperative groups for peer support, feedback, evaluation, etc.

Why Am I Afraid To Tell You Who I Am?

by John Powell (Tabor Publishing), Allen, Texas, 1969.

Important information about "masking" feelings and thereby destroying effective communication and impairing relationships.

Thriving on Chaos

by Tom Peters, (Knopf: Distributed by Random House) New York, 1987

Really applies to the "system" whether it is private business or public service such as education. Small systems work better: more flexible and innovative, easier to change. Honor success, but more importantly, celebrate failure. Remember to "measure" progress and let everyone see the measurement device. If it is worth doing, it is worth measuring.

Snapping

by Flo Conway and Jim Siegelman, (J.B. Lippincott Company, Philadelphia and New York), 1978.

What can we, as a society, learn from the brainwashing techniques of the Moonies, Hari Krishna, Est, Scientology advocates. Overloaded brains shut down. Our society may suffer from informational overload already.

Megaskills

by Dorothy Rich, (Houghton Mifflin Co.) Boston, 1988

An easy to follow prescription for teaching adult skills: motivation, kindness, as well as traditional reading and math skills to children through short activities.

The Road Less Traveled

by Scott Peck (Simon & Schuster), New York, 1978.

Peck describes Love, (expanding your boundaries), and Spirituality. (This has been extremely helpful in shaping my own loving attitude toward adult students who are very difficult to love.)

Multicultural Education in a Pluralistic Society

by Donna Gollnick and Phillip C. Chinn, Third Ed., (Macmillan Publishing Co.) New York, 1990.

A good examination of old attitudes and perceptions of history. Also makes reader aware of sensitivity for other cultures.

The Adult Learner: A Neglected Species

by Malcolm Knowles, (Gulf Publishing Company), Houston, 1973

Most of our current knowledge comes from psychotherapy, especially Carl Rogers. Adults, unlike children, learn independently. Authoritarian cultures actually impede learning; this is true in the workplace and the classroom.

The LifeLong Learner

by Ronald Gross, (Simon and Schuster), New York, 1977.

When adults take charge of their education, it leads to mastery/zest.

63 Ways of Improving Classroom Instruction

by Gary Phillips and Maurice Gibbons

Tactics for creating a vision of a successful student and helping the learner to envision himself as successful.

You Are Never Too Old To Learn

by Wilbur Cross and Carol Florio, (McGraw Hill) New York, 1978.

Factual information supporting that the ability to learn never stops, and probably does not decrease. The authors support the idea that adults may not learn in a "traditional" classroom, but learning is due more to what is important to adult. Pleasing the teacher is not. Discusses free universities throughout the nation.

Gift From The Sea

by Anne Morrow Lindbergh, (Vintage Books, Random House), New York, 1978.
Insincerity is exhausting. Therefore, superficial relationships drain us. (Note: MJ thinks traditional classrooms promote insincerity, don't get too involved, safe relationships.)

When Society Becomes An Addict

by Ann Wilson Schaef, (Harper & Row, Publishers), San Francisco, 1987.
In an addictive system (America) we confuse power with control. Power comes to mean authority and domination. In living process system, power represents a personal interior power and has nothing to do with the **illusion** of control. This supports attribution theory, victimization.

The Fifth Discipline

by Peter M. Senge (A Currency Book published by Doubleday), New York, 1990
A discussion of the need for "systems thinking" which is lacking in our society. Individual tends to view individual components of problem, and we scramble along trying to solve problems, rather than following visions.

The Addictive Organization

by Anne Wilson Schaef and Diane Fassel, Harper & Row, Publishers, San Francisco, 1988.

Addictions (both substance and process) keep us from feeling. The characteristic one sees in an addict (confusion, denial, self-centeredness, dishonesty, etc.) are also apparent throughout organizations. Organizations become addictive when 1) a key person is an addict; 2) an addict, codependent or ACOA take their addictive behavior into the organization; 3) the organization itself is the addictive substance (the promise of the organization to the worker which keeps person from seeing here and now—\$, power, etc.) 4) the organization is itself an addict (the system suffers from denial, confusion, deceit, etc.) and workers are expected to support the addiction (protect it). Schaef says a lot about how competition can be counterproductive especially when it is used as a comparison process. The bottom line is that a healthy organization is moral and ethical.

Zapp! The Lightning of Empowerment

by William C. Byham, Ph.D, Fawcett Columbine, 1988

An easy-to-read metaphor, that follows Joe Mode, a manager, as he learns step by step that control has little to do with leadership. Through Joe's mistakes and realizations, we gained understanding of how to empower our students.

The Seven Habits of Highly Effective People

by Stephen R. Covey, Simon and Schuster, 1989

Covey addresses building "character" and basing actions and decisions on integrity. He outlines seven habits to build this character moving from independence to interdependence. This is a good handbook for parenting, managing, and teaching.